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ABSTRACT

This publication reports on the final symposium of the "Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level" pilot project. The report presents an overview of the various aspects of the project and outlines the results of the experimental phase in which 40 teachers representing 16 European countries conducted civics education projects. Among the results were: significant changes in the organization of civics education and in teacher/pupil skills, changes in curricula, improved arrangements for pupil cooperation and pupil participation, and incorporation of the intercultural dimension into curricula and school life. Based on these results, symposium participants agreed that the project should be continued and broadened. The report then describes strategies for interculturally-oriented civics teaching. Participants noted that though civics teaching is not given priority in education policy, civics education is part of a blueprint for society, reflecting a dimension inherent in all human societies, and involving the interaction between several educational environments. Several aspects of an overall strategy are described, including aims (respect, commentaries, co-operation, diversity); principles; levels and spheres of action; parties and institutions involved; process and content; and methods and means. Constraints on civic education are mentioned, including the degradation of public life, the alienation of young people, political manipulation, bureaucratization of teaching, and cooperation between schools and local social and local political institutions. The report concludes with 12 conclusions and recommendations resulting from the symposium. Three appendices contain the reports of the three working groups, the symposium program, and a list of participants. (ND)

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"Strategies for interculturally-oriented civics teaching at primary and secondary level"

Final Symposium

Timişoara, Romania, 7-11 December 1994

Report

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Project "Democracy, Human Rights, Minorities: Educational and Cultural Aspects"

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Only questions related to national defence are excluded from the Council of Europe's work, and the Organisation has activities in the following areas: democracy, human rights and fundamental freedoms; media and communication; social and economic affairs; education, culture, heritage and sport; youth; health; environment and regional planning; local democracy; and legal co-operation.

The **European Cultural Convention** was opened for signature in 1954. This international treaty is open to European countries that are not members of the Council of Europe, and it enables them to take part in the Organisation's programmes on education, culture, sport and youth. So far, 43 States have acceded to the European Cultural Convention: the Council of Europe's full member States plus Belarus, Bosnia-Herzegovinia, Croatia, the Holy See, Monaco, Russia and Ukraine.

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The CDCC's programmes are an integral part of the Council of Europe's work, and, like the programmes in other sectors, they contribute to the Organisation's three over-arching policy objectives for the 1990s:

- the protection, reinforcement and promotion of human rights and fundamental freedoms and pluralist democracy;

- the promotion of an awareness of European identity;

- the search for common responses to the great challenges facing European society.

The CDCC's education programme covers school, higher and adult education, as well as educational research. At present, there are projects on: education for democratic values; history; modern languages; school links and exchanges; the reform of secondary education; access to higher education; the reform of legislation on higher education in Central and Eastern Europe; academic mobility, and educational documentation and research.

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"Strategies for interculturally-oriented civics teaching at primary and secondary level"

Final Symposium
Timişoara, Romania, 7-11 December 1994

Report

by

César Bîrzea

Council for Cultural Co-operation (CDCC)

Project "Democracy, Human Rights, Minorities:
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Strasbourg 1995

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Introduction

The final Symposium of the "Strategies for interculturally-oriented civics teaching at primary and secondary level" pilot project was held in Timişoara (Romania), from 7 to 11 December 1994.

Various activities featured in this pilot project, which was launched in 1993: meetings of experts, teacher training, civic education experiments in a variety of cultural contexts, development of teaching materials, exchanges and contacts, establishment of networks and partnerships. They formed part of a major Council of Europe project entitled "Democracy, human rights, minorities: educational and cultural aspects".

The final Symposium, organised in conjunction with the Timişoara Intercultural Centre, took as its objectives:

a. taking stock of the results of the experimental phase;

b. defining a coherent policy for civic education on the basis of these results and experiments;

c. making recommendations to national policy-makers and decision-makers and informing the Council of Europe experts of these.

Taking part in the final Symposium were high-level officials, researchers and practising teachers representing twenty-two CDCC member countries. They reported on a variety of civic education experiments and expressed a desire for the results of the experimental phase to be made known.

The Symposium was organised so as to encourage:

– in-depth analysis of experimental work during the pilot phase;

– the devising of a comprehensive strategy for civic education.

The work of the Symposium was carried out in plenary sessions focusing on questions of general interest and in meetings of working groups (two English-speaking and one French-speaking) which looked more closely at specific aspects. This way of working facilitated the emergence of a wide range of approaches and encouraged extensive participation in discussions.

Results of the experimental phase

Broadly speaking, the purpose of this phase was to encourage teachers to develop civic education experimentally in their area of work and in their classroom practice.

Subsequent to the training seminar held in Timişoara from 17 to 20 December 1993, some forty teachers representing sixteen European countries launched twenty civic education projects. These pilot projects covered the period from January to July 1994. Results were communicated in the form of a common analytical grid. The final report on this phase describes its results.

This document was presented to participants in the final Symposium. Discussion focused on:

a. balancing knowledge and know-how; relating theory and practice, and prescription and description; reconciling desires and actual circumstances in civic education;

b. harmonising in-school activities, linking schools and their traditional partners (family, local community, NGOs, youth clubs and associations);

c. the important intercultural dimension in civic education;

d. the role played by teachers in shaping the civic education of future citizens.

Participants joined in expressing their appreciation of the diversity of experiments presented and the variety of methodological approaches used during the experimental phase. The Council of Europe's initiative has clearly made a positive contribution to the study of an issue whose importance and current relevance are universally acknowledged.

A methodical review of conclusions from the experimental phase highlights several trends:

- significant changes in the organisation of civic education and in teacher/pupil skills;
- changes in curricula;
- the educational environment being more democratically organised;
- the dialogue between pupils, between teachers and pupils, and between teachers and parents of pupils becoming livelier;
- improved arrangements for pupil co-operation and pupil participation;
- greater confidence in others, much more mutual respect and tolerance;
- a movement towards a more critical appraisal of data;
- greater pupil interest in society, in particular citizenship-related issues;
- far more pupils and teachers being actively involved in the community and able to organise their lives democratically;
- the intercultural dimension being incorporated into curricula and school life;
- development in the school environment of an impressive quantity of teaching aids: experimentally-oriented textbooks, selections of texts, individual worksheets, methodological guides, illustrations, posters, class journals, video aids;
- a greatly increased volume of exchanges and co-operation between those taking part in the experiments.

These results received a very **favourable verdict** coupled with **a recommendation that the civic education project be pursued and even broadened.**

Strategies for interculturally-oriented civics teaching

There is at present considerable interest in civic education and most national research centres have launched growing numbers of projects in this field. There are more and more NGOs and institutions specialising in civic education. The study of interculturalism and the relations between education and democracy is increasingly popular and human rights studies are growing in importance in schools.

All the international organisations have reacted promptly to this demand for civic education and have launched or conducted at least one project in this field. The IEA is carrying out a second comparative study on civic education in 1995. For more than forty years now the Council of Europe has been involved in discussions and important projects whose common core has been interculturalism, human rights education and democracy. UNESCO and its specialised agencies (in particular its associated schools network) are known to attach great importance to education for democracy, peace and international understanding. It is interesting to recall that the XVIIIth Session of the Standing Conference of European Ministers of Education which took place on 23-24 March 1994 was devoted to the same set of themes, as was the International Conference on Education hosted by the city of Geneva, from 3 to 8 October 1994.

These initiatives stem from a need for civic education which is being felt in all societies, whatever their experience of democracy. Societies have always taken trouble to train their future citizens and yet civic education has never seemed so urgently required as it does today. As crisis situations increase in number, political leaders attach greater importance to education in response to growing concern about general social, moral and cultural issues. Let us take but one example, that of the United States at the end of the First World War. In an atmosphere of moral crisis, anti-German hysteria (at this period children of German origin in Cincinnati and Saint Louis were not allowed to study in German), widespread Europhobia, spreading racism (the Ku Klux Klan was founded at this time) and chauvinistic feeling (Nebraska voted a law prohibiting foreign language learning before age 14) authors like John Dewey put "Education and democracy" at the heart of their thinking and made an active contribution to the emergence of progressive thinking.

This sequence of events encapsulates, in an extremely difficult context, the oft-repeated truth that a society seeking self-renewal is right to trust in education or, as Dewey argued, that school is the institution that makes possible the renewal and maintenance of democracy.

Enough has been said about the post-1918 situation of the United States to make it clear that difficult situations of this type, where the future of democracy is endangered, are arising, or may arise, at the present time. New constitutional regimes have emerged and the "countries in transition" are posing problems which have not yet been sufficiently investigated. There has been a rapid development of transnational and pan-European structures and it is significant that the European Union is moving from economic to political and cultural integration, while returning to Jean Monnet's original scheme. New challenges are looming up over the horizon, heralding the onset of new anxieties (regional conflicts, ecological imbalances, decreased well-being in the Western countries, outbreaks of aggressive nationalism, the rise of extremism and fundamentalism). In short, though this may cause amazement, it must be said that democracy is not a safe, rock-solid acquisition, a flawless heritage or a stability threshold impervious to vicissitudes. Democracy is something quite different; it is the product of a relative, fragile and changeable situation which needs preventive mechanisms in order to

remain a beneficial force. Only a combination of education and democratic culture can provide and safeguard these mechanisms.

The role of civic education is universally accepted: it is often conceived of as an important lever for educational reform and a vital component of democracy. The conclusions of the experimental phase of the project which concerns us here provide abundant proof of this. But this does not tell us enough about **the nature** of the civic education that we should offer young people to train them to respond positively to the challenges posed by the new European context.

In view of this, participants in the final Symposium referred to civic education experiments and projects in different European countries. They came to the following conclusions:

1. Few countries possess civic education strategies; most approaches are on an ad hoc basis and usually boil down to producing textbooks, changing curricula and evolving methodological procedures, and are not based on a coherent overview of the project.

2. As a rule, civics teaching does not seem to be given priority in education policy. What one participant called "a chronic civic education deficit" exists in all European countries.

In view of these somewhat negative observations, participants felt the need to define **an overall policy for civic education.**

This explains why a key question cropped up again and again in discussions: should civic education reflect **an overall strategy** involving society as a whole or should it be exclusively **a school-centred teaching activity**?

This question came up repeatedly in both the plenary sessions and the working groups (see appended the working group reports). The opinions expressed on this subject and the contributions from the rapporteurs, to which we shall return later, seem to favour an **intercultural and interdisciplinary approach** to civic education.

The following points then ensue:

1. Civic education is part of **a blueprint for society**, a vision of the world and human destiny.

2. It reflects a **dimension inherent in all human societies** and communities, however they are organised.

3. It involves **the interaction between several educational environments** (family, school, peer groups, the media, church, organisations and associations, the local community, etc.) It is the responsibility of a number of parties – teachers, pupils and students, parents, representatives of State institutions, etc.

4. **The school** remains the pillar of this far-reaching social project.

5. National civic education strategies must be founded on **the experience of specific international organisations,** especially that of the Council of Europe.

The following aspects of an **overall strategy** were envisaged:

- aims
- principles
- levels and spheres of action;
- parties and institutions involved;
- process and content;
- methods and means.

These aspects, as they emerged from discussions at the final Symposium at Timişoara, are dealt with fully below.

1. Aims

Contemporary societies, under the influence of neo-liberal philosophy, tend to view education as a market segment. Consequently, basic principles of the market economy (competitiveness, decentralisation, lack of state involvement, a spirit of enterprise, emphasis on the individual) increasingly influence educational policies to the extent that a unilateral development of the economic dimension of education is being observed. Economic pluralism is known to accompany political, cultural and civic pluralism whereas education should encompass all the aims and dimensions.

Given the importance of the holistic approach apparent at the Timişoara Symposium, discussions revolved around "the four pillars of civics teaching" and in particular the four basic aims:

a. respect;
b. communication;
c. co-operation;
d. diversity.

a. respect has several aspects:

- respect for standards, rules and codes current in the reference society;
- respect for fundamental human rights;
- respect for others as equals and partners;
- self-respect;
- respect for institutions and social justice;
- respect for the public authorities.

b. communication

- readiness to listen to and understand others;
- ability to receive and interpret diverse and sometimes contradictory messages;
- the quest for consensus and truths negotiated through "communicative action" (Habermas);
- critical faculties.

c. co-operation

- sharing responsibilities;

- active tolerance;
- joint problem-solving;
- acting together within a community or social group.

d. diversity

- respect for differences and the uniqueness of each human being, culture and minority;
- widening one's range of interests (concern for one's neighbour and other peoples and cultures);
- an overall understanding of the balance between groups and societies.

The aims of civic education were defined from a different viewpoint, in terms of a series of **contradictions:**

- between "Sein" and "Sollen", between "being" and "becoming", between what is and what should be;
- between collective belonging and individual identity;
- between collective solidarity and individual autonomy;
- between social order and individual freedom;
- between civic loyalty and self-assertion;
- between universal values and cultural specificities.

Finally, the question was approached from another angle and the aims of civic education were viewed from the dual standpoint **of society** and **the individual.**

From the standpoint **of society**, civic education must make the socialisation of each individual compatible with the transmission of the knowledge, rules and values that are necessary for life in a democratic society. Consequently, importance is given to such objectives as encouraging public-spiritedness, integrating individuals into the community, maintaining social cohesion, solving conflicts democratically and shaping collective identities. If **the individual** as he/she relates to the State and society is targeted, the approach is quite different: in this case what is emphasised is knowledge of civic rights and duties, protection of individuals and minority groups, relations between the self and others, the effects of civic standards and codes on the private life of individuals, plurality of personal identities, the problem of individual freedom and relations with authority.

Society and the individual may sometimes have incompatible standpoints and both must be taken into account in implementing the concerted strategy outlined above. In any case, participants agreed that the purpose of civic education is **to transcend the individual/collective divide** which in many cases still persists. Modern societies grant the individual many freedoms, but these rights are exercised jointly, in a system of civic coexistence and the pooling of community resources.

2. Principles

Here the starting point was the five principles given in the foreword to the final report on the experimental stage.

However certain amendments were proposed (points 3 and 5) and the version adopted by participants was as follows:

a. fostering awareness of and respect for others and for diversity (accepting the rights of others on the same basis as one's own);

b. transposing human rights into everyday life and into each person's civic culture and giving them practical expression;

c. harmonising individuality and collective responsibility, first and foremost by teaching co-operation within democratic structures, and by reconciling individual and collective identities;

d. creating a feeling of shared responsibility among community-members;

e. encouraging a spirit of active tolerance based on curiosity about other cultures and a desire to live on good terms with other peoples. This calls for an active commitment to the combat against racism, xenophobia and intolerance.

3. Levels and spheres of action

The comprehensive project envisaged entails management at different levels : local, community, national and international.

To this effect, participants examined the following questions:

a. Relations between different levels and components

One participant suggested three possible variants:

- a hierarchic model of the social pyramid (decision-making at the top and execution at the bottom);
- a vectorial model of linear transmission from the person who knows (the expert) or the decision-maker (the authorities) to the person who executes (the exponent);
- a reticular model with interdependent networks where each agent interacts with others via reciprocity and partnership.

The most effective model for management of civic education was felt to be an interactive model conducive to exchanges, co-operation and intercultural approaches.

The final Symposium, attended by people with a diversity of professional and cultural experience (senior officials, experts, teachers and pupils) from twenty-two European countries, speaking twenty-eight different mother tongues, was considered to be an excellent example of this approach. Each participant came with his/her own personal vision and experience in the field of civic education in his/her own environment; this presented no obstacle to coherence and consensus.

Participants stressed that management of civic education projects primarily involves **managing diversity.**

b. Skills transfer

The content of civic education obviously varies according to the social unit of reference concerned: family, village, neighbourhood, locality, region, nation, transfrontier community, the culture as a whole.

Socialisation theory has, however, shown that learning about citizenship is transferable from one public sphere to another in the sense that the same skills can be used in different communities. A civic attitude thus remains constant whatever its situational content and the social group or institution to which it relates. This constancy of attitudes and values ensures the coherence and stability of the social system as a whole.

c. Adapting to specific needs

Though civic education involves skills which, as we have seen, can be transferred from one social environment to another, it must be adapted to different contexts. More is involved than simply allotting a precise content to the "home environment" involved in every socialisation process; the specific requirements of community life must be formulated.

The experiments organised by the Council of Europe revealed at least two obvious facts in this context.

Firstly, the initiative for civic education projects may come from various combinations of individuals, groups and institutions, at local, community, national or international level **depending on their respective needs and interests.**

Secondly, communication, exchange and an integrated, **coherent approach** are vital to the management of such diverse projects. This unifying approach comprises common aims, skills, values and attitudes.

4. "Parties" and institutions involved

Who is responsible for civic education? A mere enumeration of the parties and institutions involved is not a satisfactory answer to this question. In fact, in the overall vision alluded to above, the action of each party and specialised institution is not significant in itself, but only in relation to other parties and institutions.

To take the example of the main protagonist, **the pupil,** he/she is directly influenced socially by parents, teachers, fellow pupils and friends and is indirectly influenced by the media and by the civic codes which permeate his/her daily life (in situations of conflict, decision-making and deliberation; when taking on responsibilities, etc.) and by the models he/she comes across in literature, in youth clubs, in well-loved songs, etc. Sometimes pupils may adopt a do-it-yourself approach via self-education and personal reflexion i.e. the pupil may be both subject and object of his/her own training in civics, and at the same time act as a socialising agent for others. He/she stands at the centre of a complex social fabric in which many parties and institutions are involved.

Inherent in this **intersubjective and interactive vision of civic education** are three requirements mentioned during the final Symposium at Timişoara. They are:

a. mutual partnership;
b. the pooling of resources;
c. consistency between institutions.

In other words, in the final analysis the idea of **multi-partnership and of involving a variety of parties** means something more than just contact between people or the coexistence of institutions and organisations. It involves common awareness, a common intellectual approach to action and an explicit code for relations between institutions.

Consistency of messages in civic education remained a central issue all through the final Symposium. In this context, media influence was mentioned as a frequent source of bad examples of civic conduct: corruption among "elected representatives" of the people, violence, intolerance, exaggerated individualism, etc.

How can a child be taught that behaviour of this type, which is inimical to good citizenship but is found among the champions of democracy, should not be imitated when he/she leaves school? How can a child be convinced that the precepts and knowledge instilled by teachers represent the "right" way when, outside the school, he/she comes across so many examples of social success among selfish, greedy people who are at odds with the law?

Even in schools contradictory signals are sent of discrimination, unfairness, exclusion and injustice, undermining the credibility of civics.

Such considerations have led to a reappraisal of **the school's role** as a pillar of the institutional system of civic education. At this juncture it is useful to recall the famous remark at the end of Dewey's book **"Democracy and education"** to the effect that school is itself a form of society, a miniature community. In other words, school is a laboratory in which are shaped long-term patterns of civic conduct which are transferable to the "real" situations of everyday life.

At the risk of oversimplifying, we shall summarise the school's contribution by pointing to three major aspects:

a. Basic knowledge about citizenship

Although the socio-affective dimension of civic education is often stressed, it should not be forgotten that the first stage in the construction of a civic culture is acquisition of a minimum of basic knowledge, i.e.:

- an introduction to politics, administration, the economy and society;
- the rudiments of law;
- how democratic institutions work;
- key-concepts usually formulated as contrasting pairs (democracy and tyranny, direct participation and indirect participation, separation and concentration of powers, etc.).

b. Practising democracy on a day-to-day basis

Every **standard situation connected with citizenship** can be found within a school: situations calling for co-operation, dialogue and the management of various forms of power and freedom, the expression of criticism and dissent, deliberation, problem-solving, expression of opinions, the assumption of responsibilities, claiming individual and collective rights, etc. School is **a daily experience** which often remains impervious to rigid and excessively formal

approaches. School life has its own **ethos.** It is a place of suffering and joy, of interpersonal encounters and existential discoveries. School is not only an institution for the transmission of learning, as it superficially appears to be; it is also a **civic forum** which lends itself to the direct practice of all kinds of democratic experiences: community work, electoral activities, obedience to rules and constraints, punishments and rewards, rights and duties, role of pressure-groups, conflicts of interest, relations with authority, specialised civic rituals, formal and informal leadership. School is also the most complex institution where **social learning** takes place via mutual influencing, imitation, group dynamics, learning to co-operate, free communication, **inter-peer** relations, role swapping, etc. **School is the first multicultural, multiracial and multidenominational environment** with which young children are faced. In its heterogeneous environment pupils learn respect for others and how to live among human beings who are different from them but equal to them.

c. The democratic organisation of schools

Education systems are a nation's most broadly-based form of social organisation. Their management must balance different requirements: access and participation; equality and excellence; quantity and quality.

From an institutional point of view, school democracy can seen in two ways:

- **vertically** (relations with authority, distribution of power, selection, distribution and control of resources, information flow, school management and supervision, etc.);

- **horizontally** (relations between teachers, groups and classes of pupils; between young people of the same age; between boys and girls; between children from families from different social, cultural, denominational and economic backgrounds; between school on the one hand and family, community, local authorities and adult education centres on the other hand).

If schools are to carry out their function described above as the pillar supporting the civic education system, the following conditions should be met:

- internal organisation compatible with the rules of civics;

- compatibility between signals and experience, what is said and actual circumstances, precepts and personal example;

- multiple-identity construction in relation to a variety of people, places and cultures;

- ongoing transference of knowledge, skills and attitudes into civic situations outside the school and classroom context;

- appraising everyday situations via a certain world-view and value-system;
- teachers and head-teachers being trained in a context of democratically managed school life;

- breaking down barriers, looking for complementarity and building bridges in a quest for an educational continuum with other civic education environments (media, family, associations, firms, communities, etc.).

5. Process and content

In the previous section we emphasised the intrinsic virtues of schools which should be given priority in civic education. It would, however, be a mistake to forget that the basic activity of schools is transmission of learning based on:

- **the authority** of the person who "knows" over the person who does not know or who knows less;
- **breaking down knowledge** into small units corresponding to the teaching timetable (what some have called the "Taylorisation" of teaching);
- **preponderance** of theory over practice (prevalence of "learning") and of knowledge over the socio-affective sphere.
- **the formal curriculum having priority** over the implicit or hidden curriculum resulting in subject compartmentalisation.

The above constraints on **civic education** cannot be avoided. However their impact may be softened or compensated for by means of **cross-curricular, interdisciplinary and intercultural** pedagogical approaches.

There was considerable discussion of this issue, focusing on:

a. Content and/or process

Civic education, more than any other type of education, implies constant reference to values, attitudes and standards.

Behaviour patterns must be described and clarified by the teacher by means of learning tasks or in terms of content.

As was pointed out in one of the working groups, any stategy for civic education must elucidate at least two questions:

- civic "status", i.e. the rights and duties of the citizen;
- civic virtue, i.e. the extent to which citizens owe duty to the State or their immediate community.

In so far as they are handled in the school environment, these two questions may be approached in terms of **knowledge about** civic status and civic virtue, but also in terms of **opportunities** offered for learners to express their options and feelings. It follows that education **for** citizenship must not be restricted to teaching **about** citizenship.

b. The content of democracy

Although "teaching" about democracy cannot be reduced to a mere transmission of information, it would be wrong to conclude that it can dispense with certain basic kinds of knowledge. In this connection several questions held the attention of participants:

– **Importance of content with a cross-disciplinary range** and of **overall approaches** conducive to synthesis and transfer outside the school context; the relevance of an **ecological dimension** to civic education was rightly emphasised: the individual's relation to nature (not only to society and the State); cleanliness in public places; awareness of ecological interdependence (the human race is not the absolute master of nature but is dependent on other forms of life).

– **An explicit and thoughtful approach to human rights**

The Timişoara Symposium made a recommendation concerning the study of fundamental texts on human rights.

It was also pointed out that "human rights" cannot be taught in the form of ready-made concepts or abstractions, but must be inculcated as a practice which affects personal life in manifold ways. It was thought, for example, that the practice of displaying the Universal Declaration of Human Rights and the International Conventions promoting democracy in schools has little impact if these documents are not dovetailed into consideration of immediate social problems. Like the other key concepts of civics, human rights need to be decoded and reconstructed on the basis of personal experience in real situations.

– **The place of civic education in the formal curriculum**

No-one doubts that civic education should occupy a clearly defined place in official curricula, either as a separate subject or as part of a cross-scurricular approach. Though a number of subjects clearly make a contribution to training for citizenship, some present more "civic" value than others; these are, of course, subjects dealing with society and relations between human beings (history, geography, philosophy, psychology, sociology, ethics, anthropology, religion and aesthetics). This addition to the curriculum will need to be backed up by new civic education textbooks and other targeted teaching aids (anthologies of texts, teaching kits and video aids).

– **The role of concepts in structuring civic education**

There is no need to elaborate on the function of concepts in making sense of diffuse content and disparate and relatively random situations; concepts are conducive to the organisation of content units and encourage a rational expression of attitudes, standards and values. Notwithstanding its somewhat obscure epistemological status (it is neither science nor art nor moral code nor practical philosophy but overlaps with all of them), civic education possesses its own set of key concepts: human rights, natural rights, society, freedom, conflict, peace, violence, aggression, social contract, community, co-operation, discrimination, self-determination, justice, the rule of law, minority, interculturalism, xenophobia, racism, etc.

– **The role of attitudes, skills and values**

As we have seen, in the first instance civic education is made up of cognitive activities (collecting data, memorising information, assimilating concepts, defining principles and rules). Important though they are, however, these activities do not go far enough unless they lead to sustainable choices, authentic experience and social consensus. Several participants referred to the stages of social and moral development described by Kohlberg, pointing out that most people stop at the second and third stages, i.e. **respect for law and order**, and automatic submission involving few personal convictions or none at all. The transition from this

"conventional" or mechanical interpretation of the social order to the **post-conventional stage** based on the **social contract** and **civic awareness** depends on adherence to democratic values and mastery of certain civic skills. It was also noted that education in values and skills development is trickier to organise than a simple induction course in rules, principles and concepts. The younger generations are being born in democratic societies where human rights already form part of the cultural heritage. Standards, institutions and civic rights are at their disposal without their necessarily understanding the moral and philosophical basis of democratic culture. This explains such phenomena as the fragility of what has been achieved and the indifference some young people show towards the rules of good citizenship, taking the latter for granted, or, perhaps, as the natural condition of Western people. Just as civic education has a **cognitive structure** (explanatory diagrams, conceptual networks, rules and principles), it also needs **an axiological structure.** Each of the values that underpin civic life should be related to the others within a vast standard-setting system. For example, civic responsibility relates to values like recognition of authority, social justice, critical faculties, equity, patriotism, self-respect and altruism.

6. Methods and means

Whatever the place it occupies or should occupy in curricula (a specific discipline, diffuse content, an implicit teaching approach reflecting a "hidden curriculum", a school climate and institutional ethos), civic education has and should have its **own methodology.** This is the major conclusion that emerged from the experimental phase of the project and this is the conclusion which the participants in the final Symposium chose to reiterate.

The organisers took the welcome initiative of inviting pupils from Timişoara's "Eftimie Murgu" teacher-training high school to the working groups. These future teachers enjoy the advantage of doing their teaching practice in the field of civic education and more especially of doing so in the strongly and naturally intercultural environment of the Banat region. These students appraised the methods proposed by the experts from the standpoint of those on the receiving end.

Several interesting conclusions emerged from the dialogue that took place in Timişoara between a number of people involved in civic education (officials, experts and exponents):

1. No universally "good" method exists because of the **diversity of situations;**

2. Civic education should start early, before the beginning of compulsory schooling; gradually making children aware of their responsibilities seems to be the first task of **early civic education** with all that this involves: learning polite behaviour and orderly attitudes to their personal affairs, taking part in civic activities (helping people in need).

3. Civic education calls for **co-operative learning, learning contracts** and **social learning.** It sets value on interaction, dialogue and community life.

4. **Training in self-expression** is essential to civic education: democracy means, among other things, discussion, negotiation, free expression of opinions, social criticism and the defence of private and collective rights. It also goes hand in hand with what has been called "verbal civics", "linguistic moderation" or the "right to keep quiet". Consequently the methods used in civic education must promote communication, free expression and the ability to use language for civic purposes. It is interesting to note here the effectiveness of **transactional analysis, action-research, psychodrama, collective bargaining, role-playing** and

empathic listening, all of which are stimulation techniques borrowed from psychotherapy and social psychology.

5. Good results have been obtained using methods focusing on real-life situations and based on **joint problem-solving**: case-study, institutional analysis and project method.

6. Civic education should encourage **teamwork** and interpersonal relations: strengthening mutual trust, seeking forms of co-operative action, promoting exchanges and non-aggressive conflict-solving, developing acceptance of responsibility (roles, missions, leadership), patient listening to partners, respect for the opposite point of view, empathic understanding, accepting failure as well as success and taking stands in **ad hoc** forums (councils, assemblies, public consultations, interpreting collective symbols).

7. Civic education must tackle **controversial issues** without fear or favour: social injustice, problems of minorities, infringements of human rights, judicial errors, cases of public immorality, etc. In any case, analysing such extreme situations in an open, responsible way is preferable to adopting an evasive attitude towards them. Here too Kohlberg's research is relevant, since it shows that moral development takes place when children are confronted with conflicts and dilemmas, not when they are shielded from problem situations by parents or society.

8. **Methods borrowed from informal education** have also proved effective. Based on the thinking of Dewey, these methods seek to blend everyday and institutional life, the formal and the informal, harmonising in-school and out-of-school activities, and community life and school life. This means integrating into the school curriculum mundane but significant civic, situations the interpretation of which may be extremely helpful in developing an understanding of the workings of democracy and the rules of good citizenship. The following examples are taken from different phases of the project:

- organising a press club in which pupils learn to read newspapers and to analyse their contents critically;
- setting up a "post-box" to stimulate opinion forming and critical observation;
- analysing pupils' names as an expression of cultural differences;
- adopting a point of view towards a conflictual situation that has arisen in the school (aggression, racial attack, injustice, sexism);
- choosing examples of behaviour and justifying options (film-stars, pop singers, the Pope, the King, sports heroes, teachers, parents, political leaders, millionaires, heroes in literature, etc.);
- endeavouring to construct a civic code on the basis of the Highway Code: e.g. devising an imaginary forest code, a theatre and cinema code, a code of politeness, a school playground code, a code for relations with teachers;
- inviting a local religious leader to explain his/her beliefs (other than those normally expressed by the dominant religion);

– defining one's own conduct in an imaginary role: how would you react if you were the president of the country, the headteacher, the mayor of your town, the coach of this or that sports team, a journalist, Superman, a rich person, etc.?

Constraints on civic education

Although our expectations are high and although the formative value of civic education is widely recognised, it by no means receives the attention it deserves.

This is the conclusion that emerged from a series of discussions about the **constraints** on civic education. We shall single out the following:

1. **The degradation of public life** because of scandals, the rising tide of corruption and the immorality of a growing number of officials. These scandals, which are given wide media exposure, endanger the civic ideal and encourage insidious processes of depoliticisation, extreme individualism, withdrawal into oneself or into the immediate community.

2. **The alienation of young people** who are the most exposed to unemployment and marginalisation. In the final analysis unemployment may simply be a form of social exclusion (lack of access to the labour market) with indirect effects on social cohesion and community life.

3. **Political manipulation of civic education**. Sometimes civic loyalty is exploited by populists and demagogues. Discrimination, exclusion and intolerance are the unfortunate corollary of this.

4. **A "consumerist" attitude to civic life**. Lacking convictions and deprived of adequate civic education, people become mere passive consumers of the public services provided for them. They only mobilise as citizens on the eve of elections or else act as watchdogs or civic guardians intolerant of forms of social deviancy. Good citizenship, however, implies a desire for change and for social emancipation and this means far more than a codified exercise of rights and obligations.

5. **Bureaucratisation of teaching** tends to subordinate the learning process in schools to administrative goals and not the reverse. For example, standard programming of recreation and lesson time artificially segments the teaching/learning process and makes the continuing exercise of certain civic responsibilities relatively difficult. For similar reasons secondary school playgrounds have become a bad example of civic education – places which are outside adult influence and where segregation, aggression, intolerance and violence quite often occur.

6. **Co-operation between schools and local social and political institutions** is a hit-and-miss affair, dependent on questions of personal availability and goodwill. Schools are not used to this type of intersectoral co-operation.

7. The status of civic education in **the school curriculum** is not clearly defined. Lacking the prestige enjoyed by traditional subjects and subjects sanctioned by competitive exams, it cannot reasonably be expected that pupils and their parents will value civic education as it deserves.

Teacher training does not meet the aspirations of education for citizenship. Ideally, civics teaching should be done by specialists who have had a sound training which should include

political science, law, social psychology, economics, social anthropology, educational science and communication science.

Teachers are expected to educate for democratic citizenship in a balanced way. Civics teachers must be counsellors above all and learning facilitators, experts at the crossroads of several human and social sciences, open to intercultural approaches, accustomed to managing human resources using group dynamics and communications techniques.

Conclusions and recommendations

1. Management of civic education should have an impact at **several levels**: local, regional, national and international.

2. Management of civic education calls for a **pragmatic, decentralised approach:** there can be no question of a single blueprint, with a rationale of offices, centres and directives, but a multitude of grassroots projects launched by exponents themselves. The results obtained at the end of the experimental phase of the Council of Europe project clearly showed that exponents are motivated and capable of launching and organising experiments of this type.

3. Management of civic education is fully meaningful only in the context of a **comprehensive, community-oriented approach**; however, the advantages of a **specialised pedagogical approach** originating in the school should not be underestimated.

4. In this perspective, **schools** must **co-operate and interact in different ways** with other educational environments: family, media, NGOs, local communities, firms, youth clubs, adult education establishments, etc.

5. Although it is the centre of gravity of the civic education system, we should beware of regarding the school as what one rapporteur called the **"repair workshop"** of our civilisation. **Schools also have their limitations** and cannot perform miracles in a social system which continues to offer contradictory civic messages and bad examples of democracy.

6. **The school's contribution** could be summed up by pointing to the following aspects: basic knowledge about citizenship, opportunity to practise democracy directly; a model of democratic organisation specific to educational institutions.

7. Granted that the prime feature of civic education is anticipating future developments, it should be **preventive** and **forward-looking**, with curricula organised and methods chosen in accordance with the anticipated evolution of European democracies.

8. The experiments organised by the Council of Europe showed the **fundamental role of teachers** in organising civic education. Unfortunately, the teaching profession's potential does not receive the necessary back-up: resources are insufficient, and so are opportunities for initial and in-service training, communication, obtaining documentation, etc.

9. **Civic identity** should be approached from an **intercultural viewpoint**: experiencing different cultural configurations that reflect **manifold affiliations** (to Western, national, regional and European culture, but also to the culture of a generation, a profession, a gender, an ethnic group, a denomination, a language, etc.); accepting **others** as partners and equals; discovering and respecting differences and identifying both a **common core** of values and unifying codes.

10. The civic education experiments fall into **the Council of Europe's general frame of reference**: democratic citizenship, intercultural teaching, minority rights, education with a European dimension. In this context, participants in the final Symposium recommended the use in civic education of the experience and facilities of the "Democracy, human rights, minorities: educational and cultural aspects" project, especially the following experiments: class study of the cultural heritage by pupils, interschool networks and cultural routes.

11. In view of the growing need for civic education, it was recommended that efforts in this field should be intensified and that **citizenship as an across-the-board dimension** should be incorporated in all Council of Europe projects. Increased attention should be paid to Council of Europe centres with regional responsibility: the Timişoara Intercultural Centre, the Warsaw Civic Education Centre and the Graz Foreign Language Study Centre. These centres should be better known, they must be accessible to all exponents and must carry out their "Clearing House" function in the field of education for human rights and intercultural education.

12. Civic education has become an increasing priority in the **work of international associations and organisations:** the European Union, the Council of Europe, Unesco, Unicef, IEA, CEEC, ATEE, CIDREE, the SOROS Foundation, etc.

Improved co-operation and practical use of resources for joint projects are essential.

In general, the problems which held the attention of participants in the final Symposium went beyond the initial framework and goals. The diversity of the experiments, the encouraging results and the favourable impact on national and international authorities (four international organisations were represented at Timişoara) support the general recommendation that **this initiative should be continued.** As one participant remarked, it was no coincidence that the Timişoara final Symposium coincided with International Human Rights Day and with the fifth anniversary of the triggering off in Timişoara of one of the most dramatic anti-Communist revolutions of the miracle-year of 1989. It is indeed difficult not to see this as a symbol but it must also be seen as an effect of on-going changes affecting Central and Eastern Europe.

APPENDIX I

Report from Working Group No. 1 led by Hugh Starkey

Members of the working group: Johanne Breuning (Denmark), Nina Rekola (Finland), Thomas Schaefer (Germany), Nicolaos Petropoulos (Greece), Tatiana Stoianova (Moldova), Jan van Hoeij (Netherlands), Irina Ahmetova (Russian Federation), Igor Lipovsek (Slovenia), James Learmonth (UK), Eric Gilder (USA), Felicia-Carmen Powell (Romania), and the participation of students from the Scoala Normala "Eftimie Murgu", Timişoara: Cornelia, Corina, Alena, Mihaela and Carla.

Principles of interculturally oriented civic education

The group agreed with the list of principles underlying interculturally oriented civics teaching proposed by Birzea in the Final Report of the Experimental Phase of the Project (p5). It wished, however, to add to point 3 and point 5 so that the new definition, proposed by the group, reads as follows:

1. Bring about the discovery and respect of otherness and diversity (conceding others their rights on a par with ones own);

2. Transferring human rights to everyone's daily life and civic duties and turning them into reality;

3. Harmonising individuality with communal responsibility, including learning to work with democratic structures, by reconciling individual and collective identities'

4. Giving members of a community a sense of shared responsibility;

5. Fostering a spirit of active tolerance based on the desire to find out about other peoples' cultures and to live on good terms with them. This implies an active commitment to combat racism, xenophobia and intolerance.

Strengths, Weaknesses, Opportunities, Threats

The group undertook a SWOT analysis of interculturally oriented civics teaching and came to the following conclusions.

Strengths

Young people acknowledge the importance of the issues covered
It helps young people to communicate with authorities
Governments undertake international commitments to support it
It has the potential to reduce conflicts
It fosters good relations between the groups in society
It helps develop personal growth
It helps support human rights applied to minorities
It may provide new opportunities for minorities to learn in their own language

Weaknesses

There is no internationally agreed clear definition such as the one above
Each state has a different conception of civics, which is not always interculturally oriented
Many states have only vague policies on civics teaching and no strategy for promoting it
Civics teaching is only sometimes given its own space and time on the curriculum.
The intercultural dimension is rarely defined in terms of its content, methodology or appropriate space on the curriculum.
There is a lack of well-prepared syllabuses and accompanying text-books and materials
Few teachers are trained to be confident and competent in interculturally oriented civics teaching.

Threats

Organised racism and xenophobia
Parental anxieties about indoctrination
Counter values promoted in street culture and in the media (eg violence)
Religious and ideological fundamentalisms
Political manipulation
Vested interests
Indifference

Opportunities

Rapid structural change in Europe gives civic education a new impetus
Young people wish to be informed about political issues
Economic, political and social change gives schools an opportunity to re-consider their mission and their structures
Increased opportunities for exchange at an international level of experience and insights

The group then considered three specific areas proposed for discussion by François Audigier.

Skill for civic education

The teaching of human rights and within a human rights ethos should be of paramount importance within any programme of civic education.

Teacher choice of topics and skills should be balanced with opportunities for students to make some choices within the programme, for instance in project work where they may determine the topic of investigation.

Civic education involves developing research skills and skills for analysing and evaluating materials from different sources.

Students should be helped to become aware of structures and systems including the hidden curriculum of schools.

Teachers need to develop appropriate skills and techniques for handling sensitive and controversial topics. A respect for the dignity of those present and those talked about is a minimum condition for democratic debate.

Students need to develop skills of co-operating with others, including other students, teachers, adults whom they may wish to approach for information.

Teachers should also develop the capacity to work as part of an interdisciplinary team for a specific project.

Presentational and communication skills are important for both students and teachers. Students should have opportunities to display and present their work.

Teachers and students need to develop an appreciation that the formal education process is only part of young people's education. They need to be able to build on what the students bring to their schooling.

Teachers need access to resource centres and to opportunities for in-service education in order to update their knowledge and skills.

School life as a site for civic education

It is important for schools to clarify what may be meant by democracy in school life. It does not imply that students should determine the curriculum or the functioning of the school. It may imply that students have some choices of subjects, activities and areas for their investigation. It may also imply that students may have structured opportunities to make representations to the school managers on matters of direct concern to them. Until there is a common understanding within a school of what is implied by democracy in a school context, it is likely that school leaders will be ambivalent about promoting democratic procedures for students.

Civic education implies that students should be socialised into multiple identities so as to be at ease in a number of different communities (family, school, local community, region, nation, supranational entity and planet as well as linguistic, religious, cultural, ethnic, gender and other groupings). The civic education curriculum should thus provide opportunities for exploring and discussing issues at many levels, from the personal and local to the global. This implies that school is a place for access to a range of information and opportunity for enquiry, debate and discussion.

School councils are one formal site for democratic processes to be demonstrated in schools. Effective school councils will take decisions including some about the allocation of resources. They will be given real responsibility for some aspects of student social life and welfare, including the organising of social and cultural events, the provision of support and counselling. A council may represent the student body to the outside world, including in international relations such as inter-school links and exchanges.

Students should be involved, for instance through the council, in drafting and approving rules governing the school community.

Students can have a very important role in helping to resolve conflicts without violence.

Teaching methods in civic education: advantages and disadvantages.

a. The formal syllabus and the textbook

Advantages

There is a common framework and all children have access to the same material. Non-specialist teachers and those with little training are enabled to teach the course. The syllabus can be prepared by experts, whose knowledge can thus be widely shared. Parents can see the textbook. The process is entirely open.

Because the book is likely to sell many copies, it can be produced more cheaply and possibly more attractively than locally produced material.

The teaching sequence can be carefully structured, and made appropriate for the age group.

Disadvantages

Teachers may become dependent on the book and stop thinking for themselves.
The content is fixed and may become out of date.
The experts who wrote it may not be aware of what makes good teaching material.
A standard text may not be appropriate for all regions, groups or schools.
The textbook may be heavily influenced by government perspectives.
It will usually concentrate only on structural knowledge and information, less on attitudes, questions and dilemmas.
It may inhibit opportunities for discussion.

b. Project work

(Project work was defined as a method involving an investigation and research. There may well be an element of co-operation between students, either in the investigation or else in the presentation of the results. In some cases the research will lead beyond the classroom and involve contact with the world beyond the school.)

Advantages

Students and teachers tend to find this a rewarding method and enjoy it.
It is a democratic method in that it involves some element of student choice.
It implies activity on the part of the student, and learning involving activity tends to be effective.
It may develop social, co-operative and presentational skills.
It will include the formulating of questions and hypotheses.
It may well be cross-curricular and provide opportunities for combining knowledge and skills from several school subjects.
It is a very flexible approach and teachers and students can respond to current issues.

Disadvantages

The outcomes are unpredictable and variable. The work is sometimes hard to assess.
If few resources are available there may be little progress.

It is likely to require harder work for teachers. They have to organise individualised tasks and resources.
It may require a flexibility in use of time that is difficult to organise in schools.
If it is the only method used, it is difficult to ensure that students have covered the syllabus.
If students work in groups some may contribute less than others and gain less.

c. Using audio-visual materials
(films, video, photographs, illustrations, cartoons, music, songs)

Advantages

Many of these media specifically appeal to young people and may provide motivation.
They develop skills of audio and visual literacy.
They add variety to the traditional book based materials
They can reach the affective side
A film, photograph or song may be a good starting point for investigation or other work.

Disadvantages

Young people have access to these materials outside school and may become bored by their use in school.
Working with these media requires considerable preparation by the teacher.
Such materials are only starting points, not ends in themselves. A video does not replace a lesson.
Teachers require special training in the use of audio-visual materials in education.

The same analysis of advantages and disadvantages can be undertaken for other methods, such as use of games and situations.

Conclusions

Civic education is not yet strongly developed in any country, even those with a long tradition and a formal syllabus. It tends to remain a less prestigious part of the formal education system. There are many reasons, however, why civic education should be re-enforced and there are currently opportunities for this to happen.

Civic education requires a knowledge of and a commitment to human rights. It will be intercultural in that it involves preparation for living in a multicultural, multilingual and multifaith world.

Civic education requires a variety of approaches and methodologies. It should have a formal syllabus and accompanying textbook materials. There should also be opportunities for project work, discussion, games and simulations and use of audio-visual material.

Although civic education is about passing on the essential values and knowledge for societies to flourish, it is also about young people exploring and discovering the opportunities that arise from their developing new overlapping identities. It implies a dynamic rather than static view of the world and society and the search for opportunities for change and improvement.

Civic education requires access to local resources and is best supported with locally produced materials that meet specific needs and concerns.

It is also the case that materials to support learning about the wider world and in particular about human rights as universal values, can be used in many contexts. Materials produced by the Council of Europe (eg. The Human Rights Album,: "Stand up now for human rights"; books and reports) and by the United Nations and other international agencies have proved to be very useful and adaptable in many countries.

Report of Working Group No. 2 led by Dakmara Georgescu

The Participants

Michel Bastien, Roger Stallents (Belgium), François Audigier, Jean Carpentier, Daniel Gehin (France), Jacques Chevalier (Council of Europe), Dakmara Georgescu, Andreeas Gheorghiu, Rodica Giurgui, Victor Neuman, Mihai Pirvulescu, Ofelia Screciu (Romania)

The French-speaking working group (France, Belgium, Romania) began by noting that civic education was re-emerging as an important subject ("civic education is being rediscovered"). In view of the new context in post-1989 Europe, this was happening at a propitious time, especially in view of the need to produce "European citizens".

On the basis of the report on the experimental phase of the Project on "Strategies for interculturally orientated civics teaching at primary and secondary level" and the plenary session debate, the French-speaking Group tried to consider the dimensions suggested by the interlocking premises for civic education (F Audigier), in order to come up with recommendations concerning the various parties and levels involved.

Rather than attempt to define civic education, the participants suggested discussing the meaning of the word "citizen" - a member of the community who participates in its governance. They agreed that any analysis of a definition of civic education begins with an analysis of the words "citizen" and "citizenship", which makes it possible, moreover, to extend the scope of civic education to include European citizenship.

The experts emphasised how important it was in civic education to combine teaching of the individual with teaching of the citizen, since the two aspects of human beings were complementary.

The discussions made for a detailed analysis of the various approaches to civic education as well as the associated risks. In civic education more than in other areas, teachers are required to deal with a rather dangerous kind of ambivalence, a feature of the relationship between "being" and "duty", which necessitates a careful approach to teaching.

This report is laid out on the basis of the key words around which the discussion took place.

Learning

One of the main features of civic education is that moving from the knowledge to the attitudes stage or the knowledge to the (practical civic) skills stage is much more complicated than in other disciplines. While teachers cannot afford to neglect knowledge in favour of an unfocused action-oriented approach, they should not concentrate exclusively on knowledge (by bombarding the children with information) at the expense of ways of putting civic skills and attitudes into practice.

The experts emphasised that in civic education, learning should above all involve the rational learning of rights, given that school and society primarily issued prohibitions.

They emphasised that in civic education, learning means close collaboration between the various parties concerned. In civic education the skills to be taught come from a variety of

complementary reference points. For instance, it is often argued that the social sciences and related subjects are the principal channel for passing on values, but this is to forget the very important role of the other science in training people in rational thought.

Rights - rules

Educating citizens primarily entails teaching people about rights (as has already been emphasised), and inculcating a knowledge of and respect for the rules which safeguard them. Even in schools, no community life is possible unless rules are observed, but if people are to observe such rules they need to be made aware of the justification for them.

Schools

In schools there is a continuous and complex interaction between the implicit dimension (school life in general) and the explicit dimension (specific disciplines or subjects included in the curriculum) of civic education. Establishing a democratic framework in schools is therefore vital in order to promote the explicit aims of civic education. To come back to the meaning of words, it must be stressed that the implicit dimension comes mainly from the children's surroundings. In order to avoid being a hotbed of demagoguery, schools must endeavour to ensure that civic education takes place in a democratic framework, at least in the following respects:

- they should apply the principle of subsidiarity;

- they should operate on the basis of a "pact of non-discrimination" between children from different cultural backgrounds;

- they should cultivate voluntary activities among the children.

While schools are recognised as being extremely important in creating a sense of citizenship, they should not be considered as a kind of "repair shop"; expectations of what schools can achieve in civic education should be realistic and take account of the other parties involved in education.

Experience

The sharing of life experiences is one of the pillars of civic education. The key to understanding both other people and the social phenomena which they generate is experiencing the same things. Sharing experiences also implies two-way communication on the same wavelength. This is why civic education should foster all forms of expression, including those which enhance access to universal understanding which transcends linguistic differences (by means of drawing, music, etc).

While shared experience is important, the impact of other kinds of experience should not be overlooked. In Europe contact is now taking place between East and West, between an area which has achieved significant progress towards democracy since the Second World War and an area taking its first steps towards democracy after half a century of totalitarianism. The move towards democracy in Central and Eastern Europe has been sudden, with painful consequences. There is a risk that citizens will no longer believe in the principles and authority of democracy. In this respect, the role of civic education is therefore to sustain and strengthen hope and faith in the values of democracy.

The family

At a time when the concept of "family education" is dying out, it is important to develop a new partnership between families and schools, particularly in the field of civic education.

Teacher training

The discussion group agreed that teacher training was the way to ensure that civic education in schools successfully reached its goals. Those responsible for education policy need to convince teachers that one of their roles is to teach civic education.

In this area, above all others, in-service teacher training should be very closely linked to initial training. Teaching calls for mental and physical stamina, the capacity to introduce novel approaches and the constant awareness that textbooks are written after events have happened. It is absolutely essential that the status of teachers be redefined (and the prestige of the profession enhanced throughout Europe), so that teachers can invest their time and energy in fulfilling the role conferred on them by schools and society.

Managing (school) time

Several studies have shown that when work is organised in a more flexible way, both individuals and groups perform more effectively.

In schools, it is sometimes very difficult to organise time more flexibly for teachers and pupils. Nonetheless, an attempt must be made to do so, as and when possible.

If school time is to be organised more rationally, teachers and pupils must be capable of working up enthusiasm for very specific projects.

History

The teaching of history, which is of vital importance for civic education, should transcend concepts and help children by virtue of its intercultural dimension, to forge an identity.

The individual - the person

In discussing the aims of civic education, and notably the aim of promoting independence, it would be better to refer to training people rather than individuals, since this is a core concept of moral education. The distinction between an individual and a person is somewhat similar to the distinction between a subject and a citizen.

Interculturalism

Understanding interculturalism necessarily means realising that it is not enough to know one another, understand one another and recognise the validity of one another's ways of life unless there is a genuine desire to learn from mutual differences. Introducing people to an intercultural approach before they are ready for this kind of enriching experience involves great risks: increased xenophobia, indifference or contempt for the other person's identity.

But intercultural measures should not focus exclusively on differences. Attention should also be paid to what is shared - the same experiences, the same feelings. The root of any

intercultural approach is always human existence, seen in relation to culture; it is this that makes genuine intercultural exchange possible.

Freedom

On touching upon this essential dimension of democracy, the participants emphasised in particular that freedom was not without risks. For democracy was a game and like all games carried risks. But after all, as the Romans said, fortune smiles on those who are bold and wise. Preparing for freedom therefore means learning how to take and deal with risks.

Moreover, wise citizens must also recognise manipulation that exceeds the bounds of personal freedom of expression.

The media

The Working Group talked less of the need to supervise children's contact with the media, or even to establish protective censorship, than of the need to ensure that schools teach children how to deal with the media. It is common knowledge that in most situations the media disseminate opinions rather than facts: knowledge intended for the public, which does a great deal to shape people's convictions. Schools should therefore try to address the subject of media information and ways in which the effects of its manipulation (intentional or not) can be avoided.

Participation

Progress towards independence is primarily dependent on participation, ie the opportunity to behave in different ways in different situations.

Teaching - the philosophy of education

An analysis of the most appropriate teaching method(s) for civic education should not only draw attention to the risk of a short-circuit between the individual model and the institutional model for teaching, but also consider how these principles can be reconciled with the rules essential for the running of schools.

Questions and answers

Discussion and the identification of problems are essential to civic education and citizenship. Adults (teachers) are called upon to encourage young people to ask questions, for in this way they will make the transition from subjects to citizens.

The community

Efforts to promote voluntary activities should not be confined to activities at school. It is necessary to create a relationship with the outside world by introducing children to extra-curricular voluntary activities, to shared interests (in this case, interests which transcend frontiers) and to the possibility of "speaking the same language". Broadening horizons in this way is the most effective way of avoiding distrust and misunderstandings.

It is equally important to realise that young people's relationship with society is largely based on personal feelings. Unfortunately, we are often unaware of this emotional dimension, which should be incorporated into teaching in schools.

Tolerance - respect

Developing tolerant attitudes is one of the most frequently mentioned aims of civic education in schools. The participants suggested replacing the term "tolerance" with "respect", not simply for linguistic reasons but because "respect" expresses the sense of this central aim of civic education more accurately. Respect goes one step further than tolerance. While tolerance may be one-sided, respect implies a reciprocal feeling. Tolerance may even imply indifference, whereas respect implies great interest in establishing a relationship with people who have the same rights, including the right to be "different".

Conclusions and recommendations

The French-speaking Group highlighted the analytical side of approaches to civic education, without losing sight of the practical comparative analysis of various teaching practices. For all their variety, teaching practices had one thing in common: the constant concern to question the legitimacy of all methods in each teaching situation.

The participants declared their satisfaction with the Council of Europe's extensive support for member states in the devising of harmonised strategies for civic education in schools. In order to help the Council of Europe in its work, the participants made a number of recommendations:

- international organisations promoting civic education (Unesco, the Council of Europe, the North-South Centre etc) should adopt consistent language as regards education in democracy, human rights, peace and development.

- the Council of Europe could persuade people working at different levels to extend the social references of civic education;

- the Council of Europe should continue to encourage different countries and people working at different levels in civic education to set up communication networks, given that communication is the most important element in a democracy;

- in the very difficult process of striking a balance between knowledge and behaviour, the key is to work on very specific projects. In this respect, it is felt that the Council of Europe's plan to involve teachers in an international network of pilot projects should be supported in order to provide examples and references on the basis of which to choose and apply a variety of strategies for civic education;

- the Council of Europe also has an extremely important role to play in teacher training and should continue to support the harmonisation of teaching training in different member states by, for example, setting up documentation centres such as the Intercultural Centre in Timişoara. Likewise, teachers of other subjects need to be given an incentive, in particular through these centres, to become involved in civic education as well, since it is essential that it be interdisciplinary;

- those responsible for civic education (at all levels of the education system) should draw on the training schemes initiated by the Council of Europe in this respect, in order to ensure that the principles singled out are applied more effectively in practice. In particular, these principles entail:

- dispensing with the rigid mould of teaching in schools and, instead, managing time more flexibly;

- developing a partnership between schools and the outside world;

- promoting voluntary activities in schools and ensuring that pupils participate in the democratic life of schools.

The Council of Europe makes it possible for decision-makers, teachers and educational researchers to meet in many different contexts (seminars, work on international projects etc). The participants in this discussion considered that the Council of Europe should continue these activities, which are the only way of achieving the desired harmonisation of civic education teaching.

Report of Working Group No. 3 led by Yves Beernaert

It was a pleasure to work with working group 3 which consisted of Evgeniea from Bielo Russia, Marta from Hungary, Johanna from Denmark, Evita from Latvia, Anu from Estonia, Vlados from Lithuania, Vlatko from Croatia and two students from the Normal school of Timişoara, Adina and Leonard.

A. General remarks and recommendations

1. Civics education was not explicitly defined but throughout the discussions it appeared very clearly that civics education was about educating and preparing young people to play their role fully as (European) citizens in the local, national, European and global society. Civics education was definitely thought to be more than skills as it was thought to be about values and hence about competencies, attitudes and aptitudes to do things and to behave in a certain way in society.

Civics education, it was agreed, could be seen as a separate discipline with specific contents adapted to the age level of the pupils and the youngsters concerned but civics education was also seen as being integrated in many other disciplines and it could be implemented through many crosscurricular issues available in the curriculum. Furthermore civics education was not only a curricular issue but is very often implemented though extra-curricular activities set up through the school.

Civics education requires an interdisciplinary approach which means that different teachers of different subjects or disciplines co-operate together so give it a concrete appearance and value in the daily school life, interdisciplinary work thus becomes a true expression of basic democratic work at school. Different participants (not least the students present) emphasised the importance of interdisciplinary work but simultaneously asked for support in training future teachers towards interdisciplinarity.

Civics education is closely linked to many transversal themes available throughout the curriculum of the school ranging from cultural education, to environmental education, to inter- or multicultural education, to health education and to European citizenship education. Civics education was thought to be linked closely with all actions and initiatives in the school which try to introduce the European and global dimension.

If civics education is a discipline then curriculum development should be done in close co-operation between experts curriculum developers and teachers working at the grassroots as they have practical on-hands experience. Civics education is a discipline which has to be structured and made concrete though a bottom-up approach and not vice-versa.

The curriculum of civics education should be a broad flexible framework with general overall elements giving much flexibility to the teachers to take into account the local needs; thus the curriculum become adaptable and will be set up and structured according to the needs of the groups or minorities of pupils addressed to.

If the civics education teachers need textbooks and manuals (which are pre-developed by others for him); he needs those especially when he has to work for the first time at civics education in the classroom. Hence it is necessary to foresee within school or at a larger level a support structure to help young or new teachers who are introducing civics education.

Particular attention has to be given to such a support structure in the Eastern and central European countries as practical experience and expertise in the field of the introduction of civics education is lacking.

Such support at local level could be linked to a central support structural at national and European level; in the latter case this would be the responsibility of the Council of Europe.

It was also thought that the European dimension in education could give a major contribution to civics education. Especially the colleagues from Eastern and Central Europe were in great need to have more information about what the European dimension is and how it can be introduced into the primary and secondary school through civics education.

It is recommended that the Council of Europe develops in Timişoara the Intercultural Institute is such a way that it become s a full-fledged documentation and support centre in the field of civics education. The institute should have at the disposal of teachers and other "clients" all the documentation and materials from the Council of Europe, from Unesco, from the Commission of the European union, from OECD and from other European and international bodies and NGOs working in the field of civics education and human rights. The member states of the Council of Europe and all those organisations should be invited to contribute publications to the Intercultural Institute of Timişoara.

The Institute should also compile examples of good practice by inviting teachers to describe their projects in a very concrete way so that they can be used by others and adapted to the local needs.

The documentation centre should also compile a list of key reference persons in the different member countries of the Council of Europe who can be called upon as advisors and experts in civics education.

A cheap newsletter (similar the one for the school exchanges or the cultural heritage classes) should be published by the Council of Europe to vehiculate information on civics education. Such a newsletter will prove to be useful both in initial and in in-service teacher education and training.

The Council of Europe is also invited to support the development and the running of a working group or networks of teachers (and or teacher trainers) who could jointly develop materials in the field of civics education.

Simultaneously the Council of Europe should organise a European/international team of experts and teachers (15 to 20) dealing with the European dimension and civics education. Such a team should work out through a series of workshops a common approach and understanding of relevant matters and provide teachers in the member countries of the Council of Europe with methodological materials, exercise books, files of facts and legal documents.

It is advisable that throughout all the workshops the same people would participate to the activities so as to guarantee continuity and a greater impact later on while disseminating the results and outcome in the separate countries.

It was also recommended to make a comparative study or a kind of anthology of all the major basic documents related to civics education produced by international, national, regional or local bodies.

(Note: It was suggested that this proposal be linked up with the proposal made by chief inspector Tarvernier from France made during the seminar to produce an anthology of texts.)

2. It was agreed that a basic element to enhance civics education was the status of the teacher. How can one expect teachers to be the key agents of civics education if they do not get the basic respect they are entitled to in our present-day European societies.

This respect can only be heightened if the teachers are perceived as true professionals, well prepared academically and didactically as specialists in their discipline area, well-prepared as teacher enabling the learners to use their full potential (the teacher as councillor in the broadest sense of the word) and finally well paid as professionals.

It is only when the status of the teacher will be raised that the teaching profession will attract again the best of the students and not the rest of the students as is very often the case.

Hence it was recommended that the Council of Europe should stress at official level the link between civics education and the status of the teacher. The Council of Europe should also take any necessary steps to enhance professionalism in the teaching profession in Europe.

3. It was repeatedly stressed that civics education does not only have an impact on the pupils but also on the parents and on the other adults. The impact civics education has on different categories of adults should be included in all projects, hence all projects of civics education should always include a link of some sort with adults outside the school. Working in civics education with children towards adults will certainly heighten the motivation of the former.

It was thought that local communities play an important role in the education of pupils and youngsters towards full-fledged citizens.

The participants of Eastern and Central Europe thought that the democratic life of the citizen was not yet as well developed in their countries as in the rest of Europe and that this difference brings about certain difficulties while trying to set up civics education at school and linking this up with the local community.

It was recommended that the Council of Europe should encourage especially projects targeted at developing models of democratic co-operation within local communities. Such projects should focus on how local communities can become real democratic communities basic on real and active citizenship. Such pilot projects could help to inspire similar initiatives elsewhere.

4. All the members of the group agreed that there were still certain taboos in civic education. It seems to be better to avoid certain subjects in civics education such as abortion, euthanasia, homosexuality etc. Certain controversial subjects are usually avoided because there is some external pressure on the teachers either from the "school", parents or from groups at large in society. Sometimes teachers fade away from certain subjects or issues because they fear they lose their job.

The members of the group think, however, that all subjects should be open for positive discussion provided that the age and the maturity of the children is taken into account; avoiding to respond to questions of youngsters very often result in loss of confidence in the teachers.

Furthermore teachers of civics education have a special position within the school as very often they are asked for advice or help in case of conflicts within the school involving either pupils, teachers and even the heads. This may lead to difficult situations endangering the position of the civics teacher within the school and even outside it.

Particular attention was asked for the fragile position of the teacher of civics education who very often has to reach controversial issues on which he/she has to take a neutral or objective position. Particular attention was requested for this problem by the Eastern and Central European colleague who have less tradition in democracy at school.

Hence it is recommended that the Council of Europe should envisage a charter of the civics education teacher along the lines of the charter made for the teachers of history.

Such a charter could give to the civics education teacher the necessary security and stability within the rights and duties he/she has as a civics teacher.

5. If civics education has to foster and contribute to a society based on welfare, well-being and solidarity then the participants thought that the whole school life and school structure and organisation should reflect a true image of a democracy at work.

First of all it was also thought that it was necessary that this democratic spirit and basis was to be found into the laws regulating education and school life.

Hence it was thought to be fundamental that the educational project of the school of the mission statement of the school should clearly mention and define civics education as a major basis for the education of youngsters towards full (European) citizenship.

A truly democratic school project should put at its centre the pupils and focus on all the needs of all the pupils trying to bring about a school which doesn't exclude any pupil and hence is a fully inclusive school as one participant as the seminar called it.

A school will thus emphasise equal opportunities in its broadest meaning and all youngsters will be given the opportunity to develop their full potential receiving the necessary counselling and support while the school will avoid any form of exclusion or of negative selection. Special care will be given to the weakest and to those most at risk of failing at school or in society. The students present emphasised the importance of the integration of handicapped children into the normal schools and the preparation of teachers to help this integration.

The teachers should be seen as important assets to the school; this requires serious support given to teachers all through their professional teaching career. Support is needed in the induction period, later on in in-service training and for some possibly support is needed through outplacement if the school doesn't seem to be the best environment for them to work in.

A school which cares about civics education will definitely care about staff development; such a school will also be open to co-operation with parents, with the trade unions, with companies and other partners of the local community in which it is located.

The educational project of the school was also thought to be the element which could guarantee cohesion throughout all the disciplines and all the school activities.

All the participants agreed that the basis of the educational project and of civics education within that project, should be real teamwork open to the parents and to the local community.

Above all the pupils and their education towards full citizenship should be at the centre of the concern of the educational project and of all those involved in the school.

Hence the school should give enough room and possibilities to the youngsters to set up and be involved in all kinds of activities in which they can learn to take responsibilities; particular attention should be given to the fact that youngsters should be invited by other youngsters to take up responsibilities within the school and within the local community and society at large.

The students present in the working group were extremely concerned by the support the school can give to the "cultural education" of the pupils in its broadest sense. The school should make major efforts to organise all kinds of activities for the pupils outside the normal school hours and during week-ends in so-called extra-curricular activities. Links and exchanges between Eastern, Central and Western European schools certainly have a major role to play in this area.

Hence it is recommended to the Council of Europe to give particular attention to the link between civics education and the democratic structuring, running and organisation of the school. The Council of Europe could possibly develop a blueprint of an educational project focusing on the different elements necessary to create within the school the best environment to enhance a true education towards responsible citizenship.

It would prove to be extremely useful for countries of Central and Eastern Europe to have examples of good practice on how school structures can be set up and run which enhance democracy at local level.

6. Initial and in-service teacher education were thought by all participants to have a major role to play in bringing about civics education; all future teachers should have during their initial training at least some information and practice on how to contribute actively to civics education as a teacher.

It is hence recommended that the Council of Europe give particular attention to the role of teacher education in civics education. It is hoped that the Council of Europe will stimulate in particular co-operation and exchanges between teacher training institutions both initial and in-service in the field of civics education through networking at European level. Networks should involve in joint projects teacher training institutions from Eastern, Central and Western Europe. Summer universities should also be organised for teacher trainers enabling them to exchange experiences and to look for new ways to work on civics education.

The possibilities of the Teachers' Bursaries Scheme to support European teacher education initiatives should also be clearly studied.

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7. All the participants thought that the European and national NGOs, Non Governmental organisations or associations have a major role to play in stimulating civics education. European NGOs are the expression of true democracy by having people work together at European, local or global level on the same ideas and ideals. Many NGOs have set up several projects and initiatives based on voluntary work resulting in a.o. publications but unfortunately all those products are very often not well known and not largely disseminated.

The Council of Europe is asked to make (more) use of the possibilities offered by NGOs; many of their publications could be disseminated (or even produced) with limited financial support.

The Council of Europe could also stimulate the setting up and the development of NGOs focusing on human rights and democracy in Central and Eastern European countries. The Intercultural Institute of Timişoara could give particular support by helping people who want to set up NGOs in the field of civics education and human rights education.

8. If civics education is to make a major contribution to human rights education and to democracy focusing and giving particular attention to all minorities, more co-operation is needed between all the international and European organisations working at the different aspects of it.

Thus the participants pleaded very strongly for more and closer co-operation between all European and international organisations as at the moment much energy, time and manpower is lost as very often similar initiatives are organised by several organisations without taking into account what is organised by others.

Hence the participants recommend to the Council of Europe to take urgently concrete steps to strengthen co-operation with other international and European organisations and bodies. Concrete co-operation could be set up by linking up existing networks of teachers and teacher trainers and by simulating jointly the dissemination of all kinds of materials and publications developed by different organisations and groupings.

Examples of concrete co-operation between different international and European bodies could be implemented at the occasion of the UN International year of tolerance which is scheduled in 1995 and at the occasion of the European year of Lifelong Learning scheduled for 1996 by the European Union.

Co-operation could be set up between the RIF, le Réseau d'Institutions de Formation or Network of Teacher Training Institutions, linking up more than 200 universities or teacher education colleges within the European Union and other similar networks through the Council of Europe.

9. The participation of students, future teachers at the primary school, at the working groups was greatly appreciated by all the participants; their ideas, reflections and points of views enriched greatly the discussions.

It is recommended that the Council of Europe when it organises similar seminars, invites students of teacher education to participate in them.

The students present also recommended that similar seminars should include an "open class" during which participants could attend a class i which civics education is being taught; this

could lead to practical on-hands experience useful for both the teacher, the students and the participants.

10. The participants to the seminar appreciated greatly being invited to the seminar as the discussions and exchanges of ideas were very rich; this was possible thanks to the fact the number of keynote speakers was limited and that more time was available for in-depth discussions between participants. It was also appreciated that the participants were invited to come forward with recommendations towards the Council of Europe. The participants, however, expressed the hope that the Council of Europe would clarify what is meant by producing recommendations and they wondered how those recommendations really can contribute to further civics education towards democracy.

Hence the participants recommend to the Council of Europe to clarify the way the recommendations follow once they have been put forward by the participants; the motivation of the participants will only be stronger once they realise that their recommendations have effectively been taken into account. This was also thought to be civics education.

B. Examples of good practice

Throughout the discussions different examples of good practice were mentioned by all the participants to the working group. These examples were thought to be extremely important and stimulating as they gave practical ways in which the teachers could go about introducing civics education at school.

In general it was stressed by all the participants who each in turn explained how they work at civics education, that active and creative methods combined with interdisciplinary approaches most "successful" in introducing and implementing civics education.

The participants also thought that the introduction of the "European dimension" in a project gave particular added value and contained great potential for civics education. European co-operation programmes which involve contacts, co-operation and sometimes exchanges with other youngsters have great potential to enable young people to experience on hands civic education and (European) citizenship education.

Some of the examples of good practice are set up at the initiative of private teachers or NGOs while other examples are part of a larger project set up by official international or European bodies.

We list herewith some of the examples given knowing that we are unfortunately incomplete.

B.1. Initiatives by individual teachers or NGOs

a. The school adopts a monument

This initiative which was originally launched by the Foundation 99 in Naples and which is now supported by the Pegasus foundation in Brussels, invites pupils of the primary or the secondary school to take full responsibility for a monument in their neighbourhood.

They take care of it, they learn about it and feel thus responsible to protect monuments in their immediate environment and gradually elsewhere. Hence the youngsters acquire the sense of responsibility for their cultural heritage of which they will be in charge later on. Different

teachers (very often assisted by parents and the local community) are involved in the project. The project is now being introduced successfully in 11 other towns of the European Union with financial support of the commission of the European Union.

b. Follow the growth of tree

Primary school children in Denmark are invited to plant a tree and to take care of it for several years. The Danish education system which has pupils in the same school from 6 to approximately 16 enables the children to follow gradually the growth of the tree and to take responsibility for nature and the environment of the tree.

c. Awareness raising for traffic in Croatia

Traffic just outside the school is very often a problem. Hence pupils from a school decided to do something about it. One of their actions was to stop cars outside the school and discuss with the drivers the dangers and the sometimes fatal consequences of reckless driving. This was combined with other information about safe traffic for the pupils concerned.

d. Awareness raising for traditions in Bielo Russia

To make children aware of the value of their traditions parents, grandparents and other people of the local community are invited to the school; they explain about the traditions and they perform some of the elements related to it. They invite young people to share with them the responsibility for those traditions. Jointly they are involved in concrete activities to save the old traditions.

e. A farm and the care of animals in Estonia

The school has set up in its immediate neighbourhood a small farm and the children are invited to take responsibility on a regular basis for the animals on the farm.

f. Different political games:

"If I were the president for one day..."
"If I were the head of school for one day..."

The pupils are invited to be the president, the head of the school etc. They have to prepare decisions, propose them to fellow-pupils, defend them and carry them out.

A similar game exists within the Member States of the European Union in different forms. The European parliament were youngsters are invited to play the members of the European Parliament in their activities within the subcommittees; they prepare resolutions, defend them, vote on them etc.

A European Centre in Alden Biezen (B) plays the "Council of ministers of Education" of the European union with teachers. Teachers from different countries are preparing a council of ministers in which they debate major issues in the field of education and decide upon the policy to be conducted.

g. The mini-company or the mini-enterprise

This kind of game was said to be used in different Central and Eastern European countries to make children aware of the responsibilities they have in a country with a free economy. They learn how the economy functions, how politics is linked up with it and how the citizens are expected to take their responsibilities in different ways, a.o. by paying taxes to the state.

h. The search for the Journalist

A journalist, symbol of the freedom of expression, has disappeared and the pupils are invited to set up a search for him. Why was he kidnapped? Which actions can jointly be taken to secure his release? etc.

B.2. Projects of official international and European bodies

a. Initiatives of the Council of Europe itself

– *The Cultural heritage classes*

Children are invited to take care of their cultural heritage, to discover it and learn about it, the cultural heritage classes are also a means to meet other youngsters from all over Europe and to share with them the responsibility of the common cultural heritage.

– *School links*

The Council of Europe is also involved in stimulating links and exchanges between schools within Europe as it believes that such co-operation has great potential to educate the future citizens of Europe.

The Council of Europe has produced to this effect a practical guide to school links and exchanges in Europe.

– *The cultural routes*

Over more than a decade the Council of Europe has developed different cultural routes through Europe to heighten the awareness of our common cultural routes, roots and heritage. Thus different cultural routes have been developed such as the old pilgrimage route of the Camino de Santiago, the Cistercian route, the Silk route and the Baroque route (both together with Unesco), the Viking route, the Hanseatic route etc.

These cultural routes have great potential for pupils to discover their heritage and common roots and to take jointly responsibility for it.

Further information on those three Council of Europe initiatives is available through different publications.

b. Initiatives of the Commission of the European Union

– *The MSPs or Multilateral School Partnerships*

The Commission launched three years ago 40 partnerships involving each approximately 4 schools and co-operating on a European theme of common interest. The schools work together in different ways: they develop materials, exchange them, there are contacts between the teachers and sometimes exchanges of pupils. Such multicultural school partnerships enable to raise the awareness for Europe and invite youngsters to take responsibility for their future within our European society. It is a major contribution to European citizenship.

The TEX or Teacher Exchange Scheme is another pilot project enabling teachers to go and visit a colleague of another school for at most three weeks to get to know the other school and possibly set up co-operation.

Both these projects will be integrated into the SOCRATES programme (in chapter II called COMENIUS) which is about to be launched in 1995.

– *Health Promoting Schools*

This is in fact a joint initiative between the Commission of the EU, the Council of Europe and the WHO, World Health Organisation. It intends to raise awareness of youngsters for all major health problems and invites them to take responsibility for their health and for the health of the environment.

– *The RIF of Réseau d'Institutions de Formation*

The RIF or network of Teacher Training Institutions is a pilot project of the Commission which intends to introduce the European dimension in teacher education both initial and in-service. It is composed of 16 sub-networks with a total of more than 200 universities and teacher training institutions.

One of the sub-networks on the European dimension and European citizenship and another one focuses on the European dimension and human rights education.

The RIF will also be integrated into the SOCRATES programme mentioned earlier.

c. Initiatives of Unesco

– *The associated schools*

Schools all through Europe are linked or in contact with UNESCO throughout the world. This contributes to bring about awareness raising activities for all the youngsters in the different schools. Global awareness is seen as a major component of citizenship.

– *The Planet Society*

This project launched in 1994 intends to heighten awareness for the planet and its environment. It is hoped that youngsters will see one of their civic duties to take responsibility for the planet.

Unesco stimulates further more other projects such as the Chernobyl project and the Danube project; of all those projects more information is available at UNESCO.

C. Reactions from the participants

Participants go to seminars to learn; they learn by exchanging experiences, by reflecting jointly with other colleagues, and by looking together for new ways to go about it in future when they have returned home.

Here are some of the reactions of the participants when they were invited to write down what they had learned over the past two days.

"I received at this seminar a lot of ideas about teacher training and I will use them in my work; everything has been very useful for me". A colleague from Croatia.

"I have learned much about the diversity of civics education. I heard good examples of practice and I had a good time". A Danish colleague.

"I learned how difficult it is to organise such international symposiums. Thank you for all your work" A Lithuanian colleague.

"I got a very clear understanding that civics education cannot just be taught theoretically; it must be applied in a practical way within life in the co-operative welfare society with strong community roots" A colleague from Estonia.

"I learned many useful pieces of information about the similarities and the differences in civics education in the different countries. I learned also how one can be an efficient moderator of a working group." A colleague from Hungary.

"I have learned that civics education is not a simple thing; it is very complicated and I understand that it can be very practical and not just theory. I found out that I need further studies about civics education. I am really glad I was here." A colleague from Latvia.

"I thank the Council of Europe for the invitation; the symposium was very useful as I could exchange information with many colleagues". A colleague from Bielo Russia.

Allow me to end with the reactions from the two students; after all the work of us educators has to do with the students and the pupils who should be at the core of our work.

The students write:

"I have learned that you must work at civics education through interdisciplinarity. I have learned that a teacher in a normal school must be able to introduce a handicapped child in the class at any time." Adina.

"I have learned that I need more knowledge about the other school systems. There should be more feedback from such seminars towards the teachers and the students in teacher training colleges" Leonard.

APPENDIX II

Programme of the Symposium

Thursday 8 December 1994

9.30 a.m.- 10.30 a.m.	Official opening
10.30 a.m.- 11.00 a.m.	*Break*
11.00 a.m.- 1 p.m.	Presentation of the final report on the experimental phase (Ms Dakmara Georgescu).
1 p.m. - 2.30 p.m.	*Lunch*
2.30 p.m. - 4.30 p.m.	Presentation by Mr François Audigier: "Strategies for civics teaching in an intercultural context at the level of primary and secondary education"
	Presentation by Mr Yves Beernaert: "Methodological management of civics teaching in primary and secondary classes"
	Plenary session debate
4.30 p.m. - 5 p.m.	*Break*
5 p.m. - 7 p.m.	Working groups
7 p.m. - 7.30 p.m.	Reports of group work in plenary session
8 p.m.	Cultural programme

Friday 9 December 1994

9 a.m. - 11 a.m.	Working groups
11 a.m. - 11.30 a.m.	*Break*
11.30 a.m. - 12.30 p.m.	Reports of group work in plenary session
12.30 p.m. - 1.30 p.m.	Visit to the Timişoara "Eftimie Murgu" Teacher-training High School
1.30 p.m. - 2.30 p.m.	*Lunch*
2.30 p.m. - 4.30 p.m.	Working groups
4.30 p.m. - 5 p.m.	Visit to the Timişoara Intercultural Centre

5 p.m. - 7 p.m.	Cultural programme
7 p.m.	*Dinner*

Saturday 10 December 1994

9 a.m. - 10 a.m.	Summing up of group work
10 a.m. - 11 a.m.	Discussion of working group reports
11 a.m. - 12 a.m.	Summing up of the Symposium by Mr Cesar Birzea, General Rapporteur

Closure of the Symposium at midday on 10 December 1994

ANNEXE III

List of participants

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